

DOCUMENT RESUME

ED 277 766

TM 870 045

TITLE Exit Level Retesting Results, May 1-2, 1986.
Preliminary Report. Texas Educational Assessment of
Minimum Skills (TEAMS).
INSTITUTION Texas Education Agency, Austin.
PUB DATE Aug 86
NOTE 12p.; For related documents, see TM 870 040-045.
PUB TYPE Reports - Research/Technical (143) -- Statistical
Data (110)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Achievement Tests; *Grade 11; Graduation
Requirements; High Schools; *Language Arts; Mastery
Tests; *Mathematics Achievement; *Minimum Competency
Testing; Reading Achievement; State Programs; Student
Characteristics; Testing Programs; *Test Results;
Writing Evaluation
IDENTIFIERS *Retesting; *Texas Educational Assessment of Minimum
Skills

ABSTRACT

The Texas Educational Assessment of Minimum Skills (TEAMS) exit level test was first administered to all eleventh grade students in October 1985. A make-up testing was conducted in January 1986. This report contains the results of the May 1986 retesting of approximately 3,200 11th-grade students who had previously failed to master either the mathematics or English language sections of the exit level test. Additionally, approximately 4,700 students who previously had not taken one or both sections of the test were tested for the first time. The criteria for test mastery for the retest remained the same as the first test. To master each of the objectives a student had to answer correctly three of the four items presented. The results of retesting indicates that the remediation efforts implemented by Texas schools have been effective. Approximately half of the students who had been unable to demonstrate mastery of the basic reading, writing and mathematics skills to obtain a high school diploma a few months earlier were able to pass the tests on their second attempts. Tables following the report show the performance of all students, first time tested students, and retested students in grade 11 grouped according to various demographic characteristics and participation in selected special school programs. (JAZ)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

THIRD INTERNATIONAL ASSESSMENT OF NINTH GRADE SKILLS

Preliminary Report

EXIT LEVEL REENTRYING RESULTS

May 1-3, 1986

Thames Education Agency

Division of Student Assessment

BEST COPY AVAILABLE

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

L. Kemp

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as
received from the person or organization
originating it.

☐ Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official
OERI position or policy.

PRELIMINARY REPORT ON GRADE 11 TEXAS EDUCATIONAL ASSESSMENT OF
MINIMUM SKILLS (TEAMS) RETEST RESULTS

BACKGROUND

In October 1985 the Texas Educational Assessment of Minimum Skills (TEAMS) exit level test was administered for the first time to students in the 11th grade. To provide an additional opportunity for students, particularly migrant students, to participate in this first TEAMS testing cycle, make-up testing was conducted in January 1986 for all 11th graders who did not test in October.

The numbers of students tested in October and January and the numbers of students who failed to master (pass) at least one of the two sections of the exit level test are indicated.

	<u>Number of Students Tested</u>	<u>Number of Students Who Failed at Least One Section</u>
October 1985	191,556	29,769
January 1986	7,993	2,103
Total	199,549	31,872

This is a preliminary report of the results of retesting 11th grade students who had previously failed to master either the mathematics or English language arts section of the exit level test. Additionally, approximately 4,700 students who previously had not taken one or both sections of the test were tested for the first time. The results of testing 11th graders in October 1985 and in January and May of 1986 will be consolidated and a comprehensive report of Grade 11 performance will be published later in the year.

MASTERY CRITERIA

The criteria for exit level test mastery for the May administration remained the same as established by the State Board of Education for the October 1985 and the January 1986 administrations. To master each of the objectives on the mathematics and English language arts sections of the test, a student must answer correctly three of the four items presented. To master mathematics, a student must answer correctly 36 of 72 items on the mathematics section of the test. Mastery of English language arts is attained by correctly answering 45 of 72 items on that section of the test.

NUMBERS OF STUDENTS TESTED OR RETESTED

A total of 27,297 Grade 11 students took the exit level test on May 1 and 2, 1986. Of this number, 23,541 were retested, and the remainder were tested for the first time. The following table shows the number and percent of students who previously had failed to master at least one section of the exit level test but did not retest in May.

Number of students failing to master at least one section of the exit level test in October and January	31,872	(100%)
Number of students retested in May	23,541	(74%)
Number of students who previously had failed to master at least one section of the exit level test but did not retest in May	8,331	(26%)

RESULTS

Summary reports showing the performance of all students, first-time tested students, and retested students are attached.

The following table summarizes student performance in May.

	<u>Number Tested</u>	<u>Number and Percent Passing</u>	<u>Number and Percent Failing</u>
All Students			
Mathematics	20,086	11,515 (57%)	8,571 (43%)
Language Arts	15,963	9,530 (60%)	6,433 (40%)
First-Time Tested Students			
Mathematics	3,444	2,605 (76%)	839 (24%)
Language Arts	3,426	2,762 (81%)	664 (19%)
Retested Students			
Mathematics	16,642	8,910 (54%)	7,732 (46%)
Language Arts	12,537	6,768 (54%)	5,769 (46%)

The performance of retested Grade 11 students grouped according to various demographic characteristics and participation in selected special school programs is summarized in the following table.

Percentages of Retested Students Attaining Mastery
of the Exit Level Test

	<u>Mathematics</u>	<u>Language Arts</u>
All Retested Students	54%	54%
Ethnic Group		
Black Students	48%	49%
Hispanic Students	51%	51%
White Students	62%	66%
Sex		
Male	53%	54%
Female	54%	54%
Low Income*	50%	48%
Educationally Disadvantaged**	49%	49%
Limited English Proficient	46%	40%

*Participates in free or reduced price meal program.

**Receives instruction in a Chapter I Regular Program.

CONCLUSIONS

The results of retesting 11th graders in May 1986 indicate that since November 1985, when October testing results became available, remediation efforts implemented by Texas schools have been effective. More than 8,900 students who previously had failed mathematics and approximately 6,800 students who previously had failed language arts attained passing scores in May. Approximately half of the students who had been unable to demonstrate mastery of the basic reading, writing, and mathematics skills necessary to obtain a high school diploma a few months earlier were able to pass these tests on their second attempt in May. The passing rate for the May administration of TEAMS provides strong evidence of the effectiveness of remediation efforts.

These results also describe the magnitude of the challenge remaining for Texas school districts. For example, the majority of the minimum skills objectives measured (15 mathematics objectives and eight language arts objectives)

were mastered by fewer than 50 percent of the retested students, and ten of the objectives were mastered by 25 percent or fewer of the students. Additionally, more than 19,000* students who should graduate in May 1987 have not yet passed the required exit level test.

*This includes 8,331 students who tested in October 1985 or in January 1986 and failed at least one section of the test and who did not retest in May 1986, plus 11,003 students who retested in May but failed at least one section of the test at that time.



TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS SUMMARY REPORT

ALL STUDENTS

REPORT DATE: MAY 1986

DATE OF TESTING: MAY 1986

GRADE: 11-EXIT LEVEL

STATEWIDE

BASIC SKILLS AREAS	OBJECTIVES	MASTERING NUMBER	PERCENT	NOT MASTERING NUMBER	GROUP CHARACTERISTICS	
MATHEMATICS	1. SEQUENCING OF NUMBERS	10170	51	9916	TOTAL ENROLLMENT	178722
	2. ROUNDING OF NUMBERS	9477	47	10609	Number Not Tested	151425
	3. EQUIVALENCIES	6641	33	13445	The following data are based on	NUMBER PERCENT
	4. EXPONENTIAL/STANDARD NOTATION	12938	64	7148	NUMBER OF STUDENTS TESTED	27297 100
	5. FRACTIONS, MIXED NUMBERS (+, -, x)	4990	25	15096	ETHNIC COMPOSITION	
	6. DECIMALS (+, -, x, ÷)	14926	74	5160	American Indian or Alaskan Native	47 0
	7. INTEGERS (+)	9628	48	10458	Asian or Pacific Islander	761 3
	8. MULTIPLE OPERATIONS (+, -, x, ÷)	5498	27	14588	Black	7021 26
	9. FORMULAS	3644	18	16442	Hispanic	10144 37
	10. PROPORTION	6231	31	13855	White	9324 34
	11. PERCENT	9518	47	10568	FREE/REDUCED PRICE MEAL PROGRAM	
	12. MEASUREMENT UNITS	3382	17	16704		6654 24
	13. AVERAGES	10491	52	9595	CHAPTER I REGULAR PROGRAM	
	14. PROBABILITY	8839	44	11247		478 2
	15. CHARTS, GRAPHS	17757	88	2329	CHAPTER I MIGRANT PROGRAMS	
	16. GEOMETRIC FORMULAS	7539	38	12547	Remedial Mathematics Program	154 1
	17. GEOMETRIC PROPERTIES	3405	17	16681	Remedial Reading Program	304 1
	18. EQUATIONS	5123	26	14963	Remedial Writing Program	249 1
STUDENTS TESTED: 20086 TOTAL MATHEMATICS:		11515	57	8571	Eligible but does not participate	644 2
MATHEMATICS SCALED SCORE: 632					Neither eligible nor participating	26237 96
LANGUAGE ARTS	1. MAIN IDEA	4705	29	11258	LIMITED ENGLISH PROFICIENCY	
	2. CONTEXT CLUES	13434	84	2529		3067 11
	3. WORD STRUCTURE	10980	69	4983	BILINGUAL / ESL PROGRAMS	
	4. SPECIFIC DETAILS	14440	90	1523	Bilingual Program	171 1
	5. SEQUENCING OF EVENTS	11825	74	4138	English as a Second Language Program	1778 7
	6. DRAWING CONCLUSIONS	6706	42	9257	SPECIAL EDUCATION	
	7. REFERENCE SOURCE IDENTIFICATION	13379	84	2584	Learning Disability	1094 4
	8. REFERENCE SOURCE USAGE	13256	83	2707	Emotionally Disturbed	102 0
	9. FACT, OPINION	6061	38	9902	Speech Handicapped	34 0
	10. LITERARY ANALYSIS	11730	73	4233	Visually Handicapped	15 0
	11. CAPITALIZATION	8625	54	7338	Other handicapping condition	106 0
	12. PUNCTUATION	2544	16	13419	Non special education students	25984 95
	13. SPELLING	7177	45	8786	GIFTED/TALENTED PROGRAM	
	14. CORRECT ENGLISH USAGE	7626	48	8337		20 0
	15. SENTENCE STRUCTURE	4785	30	11178	PASS/FAIL SUMMARY	
	16. SENTENCE COMBINING	12406	78	3557	PASSED BOTH TESTS	3777 14
	17. ORGANIZATION SKILLS	8566	54	7397	FAILED ONE TEST ONLY	9232 34
	18. PROOFREADING	3288	21	12675	FAILED BOTH TESTS	2886 11
STUDENTS TESTED: 15963 TOTAL LANGUAGE ARTS:		9530	60	6433		
LANGUAGE ARTS SCALED SCORE: 676						



TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS SUMMARY REPORT

FIRST TIME TESTED STUDENTS

REPORT DATE: MAY 1986

DATE OF TESTING: MAY 1986

GRADE: 11-EXIT LEVEL

STATEWIDE

BASIC SKILLS AREAS	OBJECTIVES	MASTERING		NOT MASTERING	GROUP CHARACTERISTICS		
		NUMBER	PERCENT	NUMBER			
MATHEMATICS	1. SEQUENCING OF NUMBERS	2401	70	1043	TOTAL ENROLLMENT		
	2. ROUNDING OF NUMBERS	2067	60	1377	Number Not Tested		
	3. EQUIVALENCIES	1674	49	1770			
	4. EXPONENTIAL/STANDARD NOTATION	2619	76	825	The following data are based on NUMBER OF STUDENTS TESTED.	NUMBER	PERCENT
	5. FRACTIONS, MIXED NUMBERS (+, -, x)	1398	41	2046		4694	100
	6. DECIMALS (+, -, x, +)	2776	81	668	ETHNIC COMPOSITION		
	7. INTEGERS (+)	2314	67	1130	American Indian or Alaskan Native	12	0
	8. MULTIPLE OPERATIONS (+, -, x, +)	1700	49	1744	Asian or Pacific Islander	148	3
	9. FORMULAS	1413	41	2031	Black	776	17
	10. PROPORTION	1939	56	1505	Hispanic	1327	28
	11. PERCENT	2040	59	1404	White	2431	52
	12. MEASUREMENT UNITS	1337	39	2107	FREE/REDUCED PRICE MEAL PROGRAM		
	13. AVERAGES	2280	66	1164	626	13	
	14. PROBABILITY	2060	60	1384	CHAPTER I REGULAR PROGRAM		
	15. CHARTS, GRAPHS	3170	92	274	30	1	
	16. GEOMETRIC FORMULAS	1746	51	1698	CHAPTER I MIGRANT PROGRAMS		
	17. GEOMETRIC PROPERTIES	1199	35	2245	Remedial Mathematics Program	17	0
	18. EQUATIONS	1673	49	1771	Remedial Reading Program	19	0
STUDENTS TESTED: 3444 TOTAL MATHEMATICS: 2605 76 839					Remedial Writing Program	14	0
MATHEMATICS SCALED SCORE: 682					Eligible but does not participate	71	2
					Neither eligible nor participating	4588	98
LANGUAGE ARTS	1. MAIN IDEA	1832	53	1594	LIMITED ENGLISH PROFICIENCY		
	2. CONTEXT CLUES	3126	91	300	263	6	
	3. WORD STRUCTURE	2923	85	503	BILINGUAL / ESL PROGRAMS		
	4. SPECIFIC DETAILS	3201	93	225	Bilingual Program	9	0
	5. SEQUENCING OF EVENTS	2877	84	549	English as a Second Language Program	161	3
	6. DRAWING CONCLUSIONS	2081	61	1345	SPECIAL EDUCATION		
	7. REFERENCE SOURCE IDENTIFICATION	3064	89	362	Learning Disability	115	2
	8. REFERENCE SOURCE USAGE	3011	88	415	Emotionally Disturbed	16	0
	9. FACT, OPINION	2005	59	1421	Speech Handicapped	1	0
	10. LITERARY ANALYSIS	2899	85	527	Visually Handicapped	3	0
	11. CAPITALIZATION	2371	69	1055	Other handicapping condition	16	0
	12. PUNCTUATION	1160	34	2266	Non special education students	4546	97
	13. SPELLING	2062	60	1364	GIFTED/TALENTED PROGRAM		
	14. CORRECT ENGLISH USAGE	2111	62	1315	8	0	
	15. SENTENCE STRUCTURE	1637	48	1789	PASS/FAIL SUMMARY		
	16. SENTENCE COMBINING	3015	88	411	PASSED BOTH TESTS	2102	45
	17. ORGANIZATION SKILLS	2351	69	1075	FAILED ONE TEST ONLY	1104	24
	18. PROOFREADING	1332	39	2094	FAILED BOTH TESTS	353	8
STUDENTS TESTED: 3426 TOTAL LANGUAGE ARTS: 2762 81 664							
LANGUAGE ARTS SCALED SCORE: 720							



TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS SUMMARY REPORT

RETESTED STUDENTS

REPORT DATE MAY 1986

DATE OF TESTING MAY 1986

GRADE 11-EXIT LEVEL

STATEWIDE

BASIC SKILLS AREAS	OBJECTIVES	MASTERING NUMBER	PERCENT	NOT MASTERING NUMBER	GROUP CHARACTERISTICS
M A T H E M A T I C S	1. SEQUENCING OF NUMBERS	7769	47	8873	TOTAL ENROLLMENT Number Not Tested
	2. ROUNDING OF NUMBERS	7410	45	9232	
	3. EQUIVALENCIES	4967	30	11675	The following data are based on NUMBER OF STUDENTS TESTED
	4. EXPONENTIAL/STANDARD NOTATION	10319	62	6323	
	5. FRACTIONS, MIXED NUMBERS (+, -, x)	3592	22	13050	NUMBER
	6. DECIMALS (+, -, x, +)	12150	73	4492	PERCENT
	7. INTEGERS (+)	7314	44	9328	23541
	8. MULTIPLE OPERATIONS (+, -, x, +)	3798	23	12844	100
	9. FORMULAS	2231	13	14411	ETHNIC COMPOSITION American Indian or Alaskan Native Asian or Pacific Islander Black Hispanic White
	10. PROPORTION	4292	26	12350	38
	11. PERCENT	7478	45	9164	643
	12. MEASUREMENT UNITS	2045	12	14597	6431
	13. AVERAGES	8211	49	8431	27
	14. PROBABILITY	6779	41	9863	39
	15. CHARTS, GRAPHS	14587	88	2055	7339
	16. GEOMETRIC FORMULAS	5793	35	10849	31
	17. GEOMETRIC PROPERTIES	2206	13	14436	FREE/REDUCED PRICE MEAL PROGRAM
	18. EQUATIONS	3450	21	13192	6207
STUDENTS TESTED: 16642 TOTAL MATHEMATICS:		8910	54	7732	26
MATHEMATICS SCALED SCORE: 619					CHAPTER I REGULAR PROGRAM
					465
L A N G U A G E A R T S	1. MAIN IDEA	2873	23	9664	CHAPTER I MIGRANT PROGRAMS
	2. CONTEXT CLUES	10308	82	2229	
	3. WORD STRUCTURE	8057	64	4480	Remedial Mathematics Program
	4. SPECIFIC DETAILS	11239	90	1298	148
	5. SEQUENCING OF EVENTS	8948	71	3589	Remedial Reading Program
	6. DRAWING CONCLUSIONS	4625	37	7912	293
	7. REFERENCE SOURCE IDENTIFICATION	10315	82	2222	Remedial Writing Program
	8. REFERENCE SOURCE USAGE	10245	82	2292	239
	9. FACT, OPINION	4056	32	8481	Eligible but does not participate
	10. LITERARY ANALYSIS	8831	70	3706	595
	11. CAPITALIZATION	6254	50	6283	3
	12. PUNCTUATION	1384	11	11153	Neither eligible nor participating
	13. SPELLING	5115	41	7422	22548
	14. CORRECT ENGLISH USAGE	5515	44	7022	96
	15. SENTENCE STRUCTURE	3148	25	9389	LIMITED ENGLISH PROFICIENCY
	16. SENTENCE COMBINING	9391	75	3146	
	17. ORGANIZATION SKILLS	6215	50	6322	2859
	18. PROOFREADING	1956	16	10581	12
STUDENTS TESTED: 12537 TOTAL LANGUAGE ARTS:		6768	54	5769	BILINGUAL / ESL PROGRAMS
LANGUAGE ARTS SCALED SCORE: 670					
					Bilingual Program
					English as a Second Language Program
					163
					1647
					SPECIAL EDUCATION
					GIFTED/TALENTED PROGRAM
					12
					PASS/FAIL SUMMARY
					PASSED BOTH TESTS
					1689
					7
					FAILED ONE TEST ONLY
					8463
					36
					FAILED BOTH TESTS
					2540
					11